



Job Description

Educational Psychologist

Reporting to	Trust SEND Lead (Special Educational Needs and Disabilities)
Salary/Grade	Grade 7 Point 39-44 (£45,611 - £51,347)
Hours	Full-Time

Purpose	<p>To promote the achievement and wellbeing of children and young people, especially those with Special Educational Needs and/or other barriers to their learning and development.</p> <p>To deliver the full range of generic psychological services to Wessex schools and early year's settings covering; consultation, assessment, intervention, research and training functions to support the development of learner attainment and wellbeing.</p> <p>To offer parents/carers support and guidance in understanding and meeting the needs of their children/young people to promote their achievement and well-being.</p>
Key Responsibilities	<ul style="list-style-type: none"> • Deliver a targeted and specialist psychological service of consultation, assessment advice, planning, therapy and development work to Wessex schools, that makes a positive difference to a range of clients including head teachers, teachers, parents/carers, learners and other practitioners. • Provide direct and indirect therapy to support learners in areas which have been identified in collaboration with parents/carers, staff and other professionals. • Working with Inclusion Leaders across Wessex, embed the Trust's Integrated Inclusion Offer, including the early intervention strategy. • Mitigate risks associated with masking and previous school-related trauma. • Develop trustworthy relationships with learners, act as a mentor and advocate for them as appropriate. Promote and contribute to a positive environment in which young people feel secure and listened to. • Support the work of the Wessex Inclusion Team with children who are demonstrating dysregulated behaviour. • Support learners during social times, including modelling socially appropriate interactions and enabling learners to feel at ease. Engage in and facilitate activities

	<p>which learners enjoy which will support their intellectual, physical, social and emotional development.</p> <ul style="list-style-type: none"> • Provide direct and indirect therapy to support learners in areas which have been identified in co-production with learners, parents, staff and other professionals. • Lead or contribute to the Trust's response to Adverse Childhood Experiences (ACE). • Ensure the strategies and resources offered to learners are age and developmentally appropriate and avoid the potential for learners to feel patronised or self-conscious. Plan and support a personalised approach which reflects the learners' abilities and interest. • Co-lead the strategy of learners effectively self-managing anxiety and developing positive self-image.
<p>Impact Analysis</p>	<ul style="list-style-type: none"> • Quantitatively and qualitatively monitor and evaluate interventions used in schools with learners and to communicate examples of good practice. • Contribute to a quantitative and qualitative analysis of the outcomes achieved, assessing, recording and reporting learner needs. • Access, record and report on the needs of learners. Record all details of assessment, observations, interventions and opinion accurately, honestly, unambiguously, thoroughly and with consent regard to the best interest of learners. • Contribute to EHCP annual reviews and assessments of progress and needs, as part of a Wessex team, ensuring that EHCPs are fit for purpose and KPIs are manageable within a clear review process.
<p>Development Work</p>	<ul style="list-style-type: none"> • Support the work of process-design and process review, including the quality assurance of graduated response systems in schools and the effectiveness of paperwork / evidence of impact. • Facilitate consultation, staff development and training to ensure that schools and Early Years staff have the knowledge and skills that they need to deliver high quality teaching and support for learning to all learners, including those with SEND and/or other barriers to their learning and development. • Provide high quality advice to the Trust, including statutory psychological advice, as required by the SEN legislation and Code of Practice. • Work with other educational psychologists and colleagues to develop policies and effective evidence based/informed practice that lead to improvements in the social and learning opportunities for children and young people and contribute to raising standards across Wessex schools. • Develop expertise in at least one designated specialist area of educational and child psychology. • Develop the Trust's preventative role, including contribution to in-service initiatives and undertaking research and development projects in identified areas of need.

Supportive Work	<ul style="list-style-type: none"> • Design and run parental support sessions as required. • Design and run learner support sessions and projects, promoting early help, self-regulation and independence, as required. • Provide updates for Wessex wellbeing bulletins. • Contribute to the Trust for supervision (eg SENCOs) and appraisal.
Leadership Expectations	<ul style="list-style-type: none"> • Accept and welcome challenge from any stakeholder in relation to the efficacy, credibility and potential risks of various therapeutic strategies. Modify practice where appropriate in response to evidence and opinion from learners, parents/carers, colleagues other professionals and clinical research. • Be responsible for arranging your own and effectively engaging with clinical supervision. • Provide teachers with practical implementation of EP recommendations and SEN interventions/ support for individual learners. • Ensure that learner/ family/staff confidentiality is maintained, and information is only shared on a 'need to know' basis. • Communicate and share information and concerns with the relevant Designated Safeguarding Officers. • Produce evidence-based improvement plans and policies for the development of the Trust. • Implement policies and procedures that take account of national and local policies and initiatives in conjunction with the Chief Executive, Director of Learning and Director of Operations. • Use financial and human resources effectively and efficiently so as to achieve the Trust's goals and educational priorities. • Comply with the provision of the Education Acts and any consequential requirements, schools' instrument of Governance and any academy agreements as they apply to the schools. • Comply with other legislation as it applies to the schools, including health and safety. • Treat people fairly, equitably and with dignity and respect to create and maintain a positive Trust-wide culture. • Actively engage with other organisations in the community to extend collaboration positively. • Co-operate and work with relevant agencies to protect children. • Practice collaborative leadership. • Show a commitment to own professional development. • Further develop a Trust-wide ethos which enables everyone to work collaboratively, respect differences, share knowledge and celebrate success together. • Lead the process of positively supporting individual Trust schools to prepare for external inspection.

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| | <ul style="list-style-type: none">• Work to establish the Trust as a beacon of educational excellence within the wider community.• Promote tolerance and understanding of others.• Maintain an effective partnership with parents and carers to support and improve learner achievement and personal development.• Identify opportunities to further involve parents and carers, community figures, business or other organisations in the Trust to enhance and enrich the Trust's schools and their values to the wider community.• Share knowledge and experience with other Trusts so as to promote innovative initiatives, thereby contributing to the development of the education system.• In order to carry out these duties effectively the post holder will be required to maintain ongoing personal professional development in relation to new developments in psychology and education. |
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The Wessex Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff working within the Trust are expected to share a commitment to doing this. You will be expected to follow and promote the procedures in the child protection and safeguarding policy and report any concerns in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children and young people gives cause for concern the Trust's child protection procedures will be followed alongside implementation of the Trust disciplinary procedures.



Person Specification

Educational Psychologist

		Essential/Desirable
Qualifications and experience	Evidence of academic achievement at or above degree level, to include a relevant professional qualification	E
	Registration with the HCPC	E
	A full driving licence and use of a vehicle for business use	E
	Educational psychology qualification (e.g. Doctorate or Masters)	E
	British Psychological Society registration	E
	At least 2 years of post-graduate experience working academically with young people	D
	Experience of supporting learners across EYFS through to Key Stage 5	D
	Any other training or qualification relating to education, autism, anxiety, dyslexia, or other special needs	D
	Graduate Registration with the British Psychological Society	D
	A sound knowledge and understanding of the typical needs of learners including a thorough understanding of masking	E
	Successful experience working with children and/or young people	E
	Knowledge of the educational context and relevant legislation, including the SEN legislation and Code of Practice and the disability legislation (September 2014).	E
	Understanding of the context and framework of work in local authorities.	E
	Knowledge of a broad range of relevant psychological theory and practice consistent with HCPC registration to promote the achievement and well-being of children	E
Disposition and Attitude	Evidence of commitment, sensitivity, skill and overall competence in working as an Educational Psychologist with children/young people, particularly those with learning, emotional, behavioural and well-being/mental health needs, their parents/carers as well as others who are involved.	E

	An ability to use clear evidence to make decisions and recommendations relating to case work, applied practice and Children's Services initiatives.	E
	Evidence of commitment, knowledge and ability to participate as an effective member of a team of educational psychologists	E
	Evidence of an ability to plan, prioritise and organise time effectively.	E
	Evidence of a high level of ability to communicate clearly, in both written and verbal form, in a style appropriate to the context.	E
	Ability to maintain effective working relationships, at all levels with colleagues in Children's Services, and related support services.	E
	Evidence of flexibility and openness in developing methods of practice, combined with a critical appreciation of recent developments in psychological assessment and of consultation with schools and other institutions.	E
	Evidence of working within a range of educational settings with a variety of children and young people, particularly with those with emotional and behavioural difficulties	D
	Knowledge of supervision skills and experience of conducting individual, peer and group supervision sessions	D
	Experience of Traded Services in the public or private sector, including Private Practice	D
	A natural affinity with learners and an intuitive understanding of how to support them.	E
	Confidence to prioritise the needs and wellbeing of the learners and to challenge others as necessary to ensure best practice is maintained.	E
	Ability to think and respond flexibly, to be open minded and to accept change at short notice.	E
	A calm, friendly, helpful, patient and caring approach.	E
	Willingness and ability to be available outside of normal working hours, subject to prior notice to ensure mutual convenience, for example to liaise with parents.	E
	Good personal presentation	E
	Any hobby or skill which would support learners interests for example: foreign languages, music, sport, crafts, cooking etc.	D
	Ability to provide appropriate professional challenge and encouraging critical analysis and professional development, in the context of a supportive environment	E
	Experience of contributing to EHCP annual reviews or similar	D